

INSPECTION REPORT

**HASLINGDEN BROADWAY PRIMARY
SCHOOL**

Haslingden

LEA area: Lancashire

Unique reference number: 119326

Headteacher: Mr Jeffrey Heys

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 11th - 14th March 2002

Inspection number: 194614

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Professor Peter Ormerod
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9974	Mr D Singh	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
15474	Mr J Fairclough	Team inspector	Special educational needs English as an additional language English Information and communication technology Art and design Design and technology	How good are curricular and other opportunities offered to pupils?
22452	Mrs M Farman	Team inspector	Areas of learning in the Foundation Stage Equal opportunities Science Geography History Religious education	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves an established community in Haslingden in the Rossendale valley. Overall, the socio-economic levels of the area and the learning skills of children when they enter the school are close to the national average, although they cover a broad range. There are 222 pupils on roll aged from five to eleven, and the proportions of boys and girls are reasonably close. Thirty children are taught in the Reception class, and pupils from six to eleven are taught in one class per year group. The school is of average size for a primary school. Most pupils come from the immediate area which contains small private housing estates, some stone built terraced dwellings and some council housing. Some two per cent of pupils are from minority ethnic communities which is close to the national average. No pupils speak English as an additional language. Just over five per cent of pupils are known to be eligible for free school meals, which is below the national average. Forty six pupils are on the school's register of special educational needs and, at 21 per cent, this is close to the national average. One pupil has a statement of special educational needs and, at just under half of one per cent, this is below average. The nature of special educational needs includes moderate and severe learning difficulties, emotional and behavioural difficulties and speech and communication difficulties. The proportion of pupils joining or leaving the school during the course of the year is low and does not adversely affect attainment.

HOW GOOD THE SCHOOL IS

This is a good school. By the time they leave the school, pupils are attaining standards which are above the national average overall. The quality of teaching is good and there is a substantial amount of teaching which is very good or better. The headteacher, well supported by his colleagues and the governing body, provides effective leadership rooted in a concern for good standards of behaviour and attainment. Given the good standards of attainment by the age of 11, the good progress made since the school was first inspected and its low unit costs, the school provides good value for money.

What the school does well

- Good teaching results in effective learning through interesting and challenging activities in most lessons.
- The above average attainment by the age of 11 results from good academic and personal support for pupils.
- Good relationships and attitudes to learning are underpinned by the school's very good provision for pupils' moral and social development.
- There is very good provision for pupils under the age of five in the Foundation Stage and pupils with special educational needs make very good progress in relation to their targets throughout the school.
- Very good levels of attendance reflect the very high regard in which parents hold the school.
- The headteacher, well supported by his colleagues and the governing body, provides effective and purposeful leadership.

What could be improved

- The use of teaching and learning time.
- The identification of and provision for the needs of pupils of different abilities, not least, higher attaining pupils.
- The roles of subject managers.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then, there has been good progress overall. There is now a longer term perspective for the school's development and there are good systems for monitoring and evaluating progress towards targets. Procedures for monitoring and supporting pupils' academic and personal progress are now good and there is good provision for pupils in the Reception class. Adequate time is now devoted to all subjects except religious education. The quality of teaching during

the inspection was better, overall, than that found during the school's previous inspection. There have been good improvements to the accommodation which are having a positive effect on attainment and progress. Governors have plans for further developments. However, there remains scope for further development in the roles of subject managers. The school has a healthy culture of self-evaluation and a good commitment to further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	D
mathematics	B	B	B	C
science	C	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the school's first inspection, attainment for pupils at the age of 11 has declined slightly, but remains above the national average overall. The school achieved its agreed target in English in 2001, but failed to achieve its target in mathematics in the National Curriculum tests at the end of Year 6. Attainment at the end of Year 2 has been reasonably consistent overall although attainment in different subjects has varied from year to year. Broadly, attainment at the end of Year 2 has been close to the national average since the school's first inspection. Science is not examined at the end of Year 2, but, in 2001, teacher assessments were that attainment in science was very high in relation to the national average. Overall, attainment at the end of Years 2 and 6 was below the average found in schools which draw their pupils from 'similar' backgrounds. However, this school is being compared to the highest category of schools which does not match what is known about the socio-economic background of the community that it serves.

Evidence from this inspection is that virtually all children attain the levels expected by the end of the Reception Year, and many do better than this. Pupils' attainment matches national expectations at the end of Year 2 in English, mathematics and information and communication technology and is above that normally found in science. At the end of Year 6, attainment is above that normally found in English, mathematics and science, and is at the level normally found in information and communication technology. Pupils with special educational needs make good progress in the Reception Year and very good progress in Years 1 to 6 in relation to the targets set for them. In religious education, attainment is at the level expected for pupils following the Lancashire Agreed Syllabus. In the other subjects of the curriculum, attainment is never below that expected nationally and in some subjects, for example art and design at the ages of seven and 11, and design and technology and music at the age of 11, is above that normally found.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school overall. Most pupils enjoy lessons and are eager to learn.
Behaviour in and out of classrooms	Behaviour is good overall, although a few pupils in some classes have short concentration spans. Play is boisterous but friendly.
Personal development and relationships	The school makes very good provision for pupils' personal development and relationships between pupils, and between pupils and adults, are good.
Attendance	Attendance is very high in relation to the national average.

Most pupils are well motivated and work with interest and good concentration. Their conduct reflects this. This is not the case for a few pupils in some classes. Good attitudes and relationships have a positive impact on attainment and progress, as do the very high levels of attendance. No pupils were excluded from the school during the last full school year (2000-2001).

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

During the inspection, three teachers were on long term absence from the school, so teaching in the school was not as it is normally. The quality of teaching is good overall and has improved well since the school's first inspection. There are many examples of teaching which is very good or better. Very good and excellent teaching are characterised by high expectations for pupils' behaviour and effort, interesting learning tasks and good relationships. They result in learning of very good quality. Unsatisfactory lessons have lower expectations, ideas are not developed in any depth and the management of pupils is insecure. The basic skills of literacy and numeracy are taught well in most classes. Overall, the school succeeds in including all pupils effectively in learning. The good provision made for pupils who have special educational needs helps to achieve this. They and other pupils are given very effective support by non-teaching assistants. Challenging work to extend the learning of higher attaining pupils is not provided consistently. Most pupils make good efforts in their work and have an above average understanding of what they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has good breadth and balance and interesting learning experiences are planned in most classes. All pupils have full access to the curriculum.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. As a result, they make very good progress in their learning.
Provision for pupils with English as an additional language	No pupils speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for pupils' spiritual development is good; for their moral and social development, it is very good; and for their cultural development, provision is satisfactory.
How well the school cares for its pupils	There is good provision for pupils academic and personal development. Good care is taken to promote pupils' welfare.

The school's curriculum is carefully planned to meet legal requirements, although too little time is made available for religious education. Some lessons are excessively long so that pupils lose concentration. Pupils are well known to all adults in the school, and parents appreciate the good quality of care that their children receive. The school has very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an effective leader and manager. He has established an ethos of teamwork which includes all adults in decision making.
How well the governors fulfil their responsibilities	Governors have a good grasp of the school's strengths and weaknesses and fulfil their statutory duties effectively.
The school's evaluation of its performance	The school has good systems for evaluating its performance and taking the necessary action.
The strategic use of resources	The school uses its human and physical resources well. It succeeds in getting best value from its expenditure.

As a result of the headteacher's leadership, the school responded positively to its previous inspection. At the time of this inspection the headteacher was managing a school in which almost half the teachers were in temporary positions. As a result, there were temporary arrangements for the management of some subjects. However, the school remains confident and forward-looking. Pupils are given good equality of access to the school's activities and the school is committed to fully including all its pupils in its work. Resources for learning and accommodation are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good and children make good progress. Behaviour is good and children become more mature and responsible. Parents feel comfortable when approaching the school with concerns. The school is led and managed well. Children enjoy school. 	<p>Of the parents who responded to the questionnaires;</p> <ul style="list-style-type: none"> 15 per cent do not believe that children get the right amount of homework. 10 per cent do not believe that they are well informed about progress. 10 per cent disagree that the school works closely with parents. 45 per cent do not believe that the school offers enough activities outside lessons.

The school distributed 222 questionnaires and 79 were returned (36 per cent). These views, therefore, represent just over one third of all parents and carers.

Conversations with parents during the inspection suggest that they hold the school in very high regard and inspectors agree with their positive views. Inspectors believe that the school uses homework well to support learning and that the quality of information about pupils' progress is better than is often found. The school works closely with parents who make a good contribution to learning. The headteacher agrees that the range of activities outside lessons is now unsatisfactory in the area of sports provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests in 2001 at the end of Year 6, in English, 89 per cent of the school's pupils attained the nationally expected standard of level 4 at least and 24 per cent attained the higher than expected level 5. This compares with 74 per cent attaining level 4 at least nationally, and 28 per cent attaining level 5. The school's results were above the national average, but below the average attained in schools which draw their pupils from similar backgrounds. However, this school is being compared with schools nationally where up to eight per cent of pupils are known to be eligible for free school meals. Girls did marginally better than boys in the National Curriculum tests in English and this has been the normal pattern since the school was inspected previously.
2. In mathematics, in the National Curriculum tests at the end of Year 6 in 2001, 82 per cent of the school's pupils attained level 4 at least, with 26 per cent attaining level 5. This compares with 71 per cent of pupils attaining at least level 4 nationally and 25 per cent attaining level 5. These results were above the national average and matched the average in similar schools. Boys outperformed girls in mathematics, but this is not part of a regular pattern from one year to the next.
3. In science, in the National Curriculum tests in 2001 for 11-year-olds, 94 per cent of the school's pupils attained at least level 4 with 26 per cent attaining level 5. Nationally, 87 per cent of pupils attained at least level 4 with 34 per cent attaining level 5. These results matched the national average but were below the average attained in similar schools. Boys attained results which were broadly similar to those attained by girls.
4. Since the school was previously inspected, the trend in the school's average points score in the National Curriculum tests at the end of Year 6 has been broadly in line with the national trend. The pupils who left the school in 2001 had made satisfactory progress in Years 3 to 6. Teachers' assessments of pupils' levels of attainment exactly matched their achievement in the National Curriculum tests. The proportion of the school's pupils attaining level 5 exceeded the national average only in mathematics; in English and science, it was below the national average. The school agreed challenging targets for the percentage of pupils who would attain at least level 4 in English and mathematics in 2001. The school exceeded its target in English, but failed to meet the target in mathematics. In 2001, attainment in the National Curriculum tests in English and science had improved slightly from when the school was inspected previously, but, in mathematics, it had worsened.
5. In the National Curriculum tests at the end of Year 2 in 2001, in reading, 90 per cent of the school's pupils attained at least the national expectation of level 2 with 21 per cent attaining the higher than expected level 3. This compares with 84 per cent attaining level 2 at least nationally and 29 per cent attaining level 3. These results matched the national average, but were well below the average attained in similar schools. The attainment of boys exactly matched that of girls in these tests, but there has been no consistent pattern between boys and girls since the school was inspected previously.
6. In writing, in the National Curriculum tests at the end of Year 2 in 2001, 96 per cent of the school's pupils attained level 2 at least and 15 per cent attained level 3. This compares with 86 per cent attaining level 2 at least nationally, and nine per cent attaining level 3. This level of attainment was well above the national average and matched the average achieved in similar schools. In writing, boys outperformed girls by a small margin, but, again, this is not part of a regular pattern.
7. In mathematics, in the National Curriculum tests for seven-year-olds in 2001, 90 per cent of the school's pupils attained at least level 2 with 15 per cent attaining level 3. Nationally, 91 per cent

attained level 2 at least and 28 per cent attained level 3. The school's attainment was below the national average and well below the average attained in similar schools. In mathematics, girls outperformed boys.

8. There is no national test in science at the end of Year 2. In 2001, teachers' assessments judged pupils' attainment in science to be very high in relation to the national average. Attainment, as measured in the National Curriculum tests at the end of Year 2, has been erratic since the school's first inspection. In 2001, attainment in writing and mathematics was an improvement on the standards found at the time of the school's previous inspection, but attainment in reading had worsened. In the National Curriculum tests for seven-year-olds in 2001, the school exceeded the national average for level 3's in writing, but was lower than the national average in reading and significantly below the national average in mathematics. Teachers' assessment of pupils' attainment was broadly in line with the scores attained in the tests in reading and writing and slightly below the score attained in mathematics.
9. In the last three years, standards of attainment for pupils entering the Reception class have matched those expected for most four-year-olds. By the time they leave the Reception class, most children have social skills which exceed expectations. Their development in mathematics and physical and creative skills also exceeds national expectations. Their development in communication, language and literacy and in their knowledge and understanding of the world matches what is expected. Children make good progress in the Reception Year.
10. Pupils with special educational needs make very good progress in meeting the targets identified in their individual education plans in Years 1 to 6. This is due to the good provision made for them and the good support that they receive in their learning. As a result, a significant number of pupils make progress to the point at which they need lower levels of support. There are examples of pupils reaching the point where they become independent of support.
11. In English, pupils' skills in speaking and listening are above those normally found by the age of seven and well above those normally found by the age of eleven. Standards of writing are better than are normally found at seven and eleven, while standards in reading match those normally found at both ages. Attainment in mathematics is at the level normally found at the age of seven, and above the level expected at the age of eleven. The school has introduced the National Strategies for Literacy and Numeracy successfully and they are being used effectively to improve attainment. In science, attainment is above the level normally found at seven and eleven. Standards in information and communication technology are at the expected level, but there are insufficient computers for pupils to develop skills systematically as a result of regular practice. The school recognises this and has plans to improve the situation.
12. In the other subjects of the curriculum, attainment in art and design is above the expected level at seven and eleven. Attainment in design and technology is above the expected level for eleven-year-olds, but there is insufficient evidence to judge attainment at the age of seven. The same is true of geography at seven, but attainment in history, music and physical education is at the level normally found. At eleven, attainment is at the level normally found in geography, history and physical education, while, in music, attainment is above national expectations. In religious education, pupils at seven and eleven are achieving the standards expected for pupils following the Lancashire Agreed Syllabus for religious education. In most subjects, standards of attainment have been maintained since the school's first inspection, but, in art and design, standards have improved. There is no significant difference in the attainment of boys and girls.
13. Pupils in Year 2 have made satisfactory progress during their time in the school, but pupils in the Reception Year and in Year 1 are making good progress. The school is in a good position to raise attainment in the National Curriculum tests at the end of Year 2 in future years. Pupils in Year 3 and Year 5 are making good progress and, overall, pupils make good progress in Years 3 to 6. Higher attaining pupils do not consistently make good progress and reach the levels that they are capable of because they are not systematically given work which will challenge them to reach higher levels.

14. The school has been going through a difficult period with three teachers on long-term absence. When a stable staffing situation is restored, the school will be in a good position to raise standards of attainment further.

Pupils' attitudes, values and personal development

15. The attitudes and behaviour of most pupils are good. Their relationships with each other and staff and the manner in which most pupils conduct themselves in the classroom and serve the school and community are very good. These good standards have been sustained since the school's previous inspection.
16. Inspection evidence clearly illustrates that most pupils have a constructive and purposeful attitude to their learning and to the school. Pupils enjoy school because of its friendly and supportive atmosphere for learning. In lessons, they concentrate well and are often enthusiastic about the challenge of new tasks. Where opportunities are provided, pupils make good use of their initiative and adopt a responsible and mature attitude to learning. Pupils with special educational needs are receptive to the good quality teaching that includes them fully in learning. During lessons, most pupils contribute confidently to discussions and are prepared to listen to their peers and to their teachers and to consider the views of others. This was evident for example, in a literacy lesson with Year 1 and further illustrated on a visit to the Guildhall, Preston, where pupils listened attentively and thoroughly enjoyed music presented by the Royal Liverpool Philharmonic Orchestra. Similar positive attitudes have been evident in other lessons.
17. Pupils respect learning resources and share them helpfully. They work hard and show a pride in their achievements. Behaviour in class is often good and behaviour at playtime is boisterous, but friendly. There are no visible signs of bullying and the vast majority of pupils learn and play in a harmonious and friendly environment. Racism is not tolerated and the headteacher, governors and staff work effectively to ensure that race relations are good and to recognise and appreciate diversity.
18. Pupils move around the school in an orderly manner and show consideration for others. Good behaviour is particularly evident during assemblies, registrations and in the dining area. When talking to visitors, pupils are polite, respectful and courteous. Interviews with pupils show that they know the rules for good behaviour at playtimes and what to do if they are bullied. Most pupils are confident that teachers will deal with any incidents effectively. Parents and most pupils are very appreciative of the action taken by the headteacher to create a disciplined and orderly learning environment.
19. Relationships within the school are good and these are particularly effective between the small number of pupils from ethnic minority communities and their white peers. Teachers and lunchtime support staff set positive examples of caring, friendly behaviour and this fosters good relationships between pupils and adults. This has a very positive effect on pupils' learning and their social and personal development. Pupils open doors, are generally helpful and have positive and constructive relationships with adults. These good relationships mean that there were no permanent or fixed period exclusions in the last full school year, 2000-2001.
20. Pupils are given good opportunities for personal development, which they exercise in a responsible manner as class and school monitors, as school 'buddies' and as enthusiastic fundraisers. These activities promote their sense of community and citizenship and enable them to serve their school and the wider community well. Children in the Foundation Stage make good progress in their personal, social and emotional development and are on course to achieve the expected standards in this area by the end of the Reception Year, with many pupils achieving higher standards.
21. Levels of attendance are consistently very good and have been sustained since the school's first inspection. The vast majority of pupils enjoy coming to school and are supported well by their parents. Registers are taken at prescribed times and all absences are rigorously pursued. This results in low levels of unauthorised absence. Unpunctuality is not an issue for this school community. Registers are administered efficiently and monitored with the support of the

educational welfare officer. Registers comply with statutory requirements. Very good attendance has a very positive impact on pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in the school is good overall with a substantial proportion of very good and some excellent teaching. During the inspection, 51 lessons were observed. In six per cent of these lessons, the quality of teaching was judged to be unsatisfactory, in 20 per cent, it was satisfactory, in 27 per cent, it was good, in 41 per cent, it was very good and in six per cent, it was excellent. This is a good improvement on the school's first inspection when only 12 per cent of teaching was very good or excellent. This is a notable achievement since three teachers were on long term absence during the inspection so that two temporary teachers were in the school and a regular teacher was in an unfamiliar role.
23. Teaching in the Foundation Stage is securely based on a clear understanding of how young children learn. The quality of teaching is good and has improved since the school's first inspection. Children make good progress, particularly in their personal, social and emotional development, becoming confident and secure in their learning. All the areas of learning designed for children under the age of five are covered well and many children have already attained the levels expected by the end of the Reception Year, with others being well on the way to these levels. Progress in learning is good in mathematics and in physical and creative development. The quality of children's learning in the Foundation Stage prepares them well for their work on the National Curriculum when they move into Year 1.
24. In Years 1 and 2, in the core subjects of English, mathematics and science, teaching is good overall with some high quality teaching in mathematics. The quality of teaching in Year 1 is particularly strong. The key skills of literacy and numeracy are taught well and there are some good examples, especially in Year 1, of information and communication technology being used successfully to support learning. Speaking and listening, writing and science are above average in Years 1 and 2, while reading and mathematics are at the level normally found. Where teachers make lessons interesting and challenging, pupils make good efforts in their work, find learning rewarding and enjoyable and make good progress. Where learning is unsatisfactory, this is because the teacher is insecure in the management of pupils so that concentration and effort suffer.
25. In Years 3 to 6, the quality of teaching is good overall, although in over one third of the lessons observed, teaching was very good or excellent. Teaching is particularly strong in Year 5 with instances of very good teaching in Years 3 and 6 and one excellent lesson in Year 3. Teaching in English is mostly very good but there was one example of an unsatisfactory lesson. The quality of teaching in mathematics and science is good overall. As a result of this teaching, pupils make good progress in their learning and attainment in speaking and listening is well above that normally found. Attainment in writing, mathematics and science is above that normally found and attainment in reading is at the expected level. Well-planned lessons mean that pupils work with a good level of interest and concentration and have a good awareness of what they are learning and why. They work at a good pace and some show initiative in the way that they approach learning. These characteristics are most evident in Year 5. Where lessons are too long, for example, in a two-hour science lesson in Year 6, pupils lose concentration and the quality of learning is adversely affected.
26. Teachers have a good knowledge and understanding of the subjects that they are teaching and most put considerable thought into planning interesting lessons. Good lesson organisation means that little time is lost. For example, in an excellent mathematics lesson in Year 1, the teacher used the hall so that there was space for all pupils to be involved in investigative work. At the end of a lesson packed with purposeful activity, one pupil observed to an inspector 'our teacher makes numeracy fun, but its hard work'. Most teachers have high expectations for pupils' behaviour and effort, but, in some satisfactory and unsatisfactory lessons, expectations were not high enough and what was being learned was not developed sufficiently. Gifted and talented pupils are not identified and higher attaining pupils are not challenged by work which will extend their thinking as a matter of routine. In the best lessons, pupils and adults combine together in the enjoyment of learning. There are many examples of classroom assistants being effective in supporting learning for particular groups of pupils or in particular activities such as art and cookery.

27. Throughout the school, pupils with special educational needs are provided with good learning experiences. All teachers and support assistants focus on meeting the targets identified in these pupils' individual education plans. Teachers provide work at a suitable level of difficulty so that pupils gain in confidence as they see that they can be successful in their learning. If pupils are withdrawn from class, care is taken to ensure that their learning follows the work being done in the class. This support is particularly effective. At other times, support in lessons from classroom assistants helps pupils with special educational needs to meet the challenge of the lesson. Teachers take care to ensure that all pupils have full access to learning and the inclusion of all pupils in all the school's activities is a central aim of the school. It is achieved well overall.
28. There are many instances of very effective teaching resulting in high quality learning. For example, in a very good language and literacy lesson in the Reception class, the teacher's very skilful but sensitive questioning ensured that children thought about their responses and expressed them carefully. This led to some thoughtful responses about the seasons - 'it's not winter 'cos in winter the leaves drop off' and 'it's summer 'cos there's shadows'. Open and probing questions constantly challenged thinking. Similarly in an excellent religious education lesson in Year 5, carefully chosen resources and very sensitive questioning led pupils to explore what different people thought about Jesus, for example, Mary Magdalene, Herod and the disciples. The teacher was careful to emphasise that no view was 'right'. Mature thinking and reflection were encouraged as pupils explored the meaning of different metaphors used in relation to Jesus; for example, 'the Good Shepherd', 'the Way, the Truth and the Life', 'the Light of the World' and 'the Bread of Life'. Superb relationships in the class ensured that the learning was of unusually high quality.
29. In contrast, in an unsatisfactory English lesson, the text was read, but little attempt was made to develop and extend pupils' thinking by exploring what made the writing effective, why particular words were chosen and what made the reading flow. As a result, pupils became bored with their work and many settled to chattering. As a result, learning was pedestrian and unchallenging. In other unsatisfactory lessons, the unsatisfactory management of pupils resulted in the pace of the lesson slowing so that not enough learning took place and the learning which did take place was insecure.
30. Work is marked regularly in most classes and there are many examples of helpful comments to enable pupils to learn from their mistakes and to go on to make further progress. Marking is most effective in Year 1 and in the upper juniors. Overall, teachers use homework well to support learning.
31. Pupils make good progress in their learning overall because of carefully planned teaching which, at its best, is challenging and stimulating. When teaching is stabilised, as those who have been on long-term leave return, the school will be in a good position to build on its existing good practice and to raise attainment further.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

32. The school provides a curriculum of good quality for all of its pupils. All subjects of the curriculum are taught according to national guidelines. This means that a wide range of learning experiences is provided with challenge increasing gradually from Year 1 to Year 6. However, since the use of time is not always organised well to enable pupils to gain the most benefit from their learning, the range of experiences provided does not always have its full impact on progress. Many lessons are too long, with some as much as two hours and this places unnecessary demands on the concentration of the pupils. There are also pressures on the time allocation for some subjects and time for religious education is particularly low. As a result, there are limited opportunities for pupils to reflect in any depth on the ideas being considered or for teachers to develop understanding through discussion in the limited time available in lessons. There is also little evidence of non-western art in the cultural experiences provided for pupils.
33. The good provision for pupils with special educational needs throughout the school develops their

skills, improves their confidence and ensures that they have full access to the curriculum of the school. When pupils are withdrawn from lessons, their work follows the content of the lesson and is planned to help with specific learning difficulties. However, most of the support for these pupils is delivered through normal lessons. Support for a pupil with a statement of special educational needs is particularly effective in maintaining concentration and helping to complete tasks successfully.

34. There is good provision for children in the Foundation Stage. Their curriculum covers all the areas designed to enable young children to learn and there is good emphasis on their personal, social and emotional development. This provision is a good improvement since the school's first inspection, although the provision of outdoor learning opportunities remains underdeveloped.
35. Good opportunities are taken to develop literacy and numeracy skills in other subject areas such as science, information and communication technology and history. Numerical data is collected in subjects such as science and represented in graphical form. Research activities seek information from reference sources in books and electronic forms and writing skills are used well to express ideas in factual and imaginative ways.
36. The school provides a satisfactory range of extra-curricular activities. There is a four-day residential visit for Year 6 pupils to develop independence and social skills such as teamwork. Peripatetic instrumental tuition is available and performance opportunities in public concerts increase the range of pupils' experiences in music. Community carol singing involves parents as well as pupils. Parents feel that there is insufficient extra-curricular provision and, although there is netball and recorders, inspection evidence is that there are fewer sporting activities than are found in many schools.
37. However, the curriculum is rich in experiences as a result of visits and visitors. A local football club provides a series of coaching sessions and pupils visit another local football club annually. Visits are made to locations under study and to museums in support of topics in geography and history. Learning in music is enhanced by musical presentations for all pupils.
38. There is satisfactory provision for personal, social and health education through the use of class discussions to develop relationships and the inclusion of health education in science lessons. The school nurse supports learning in sex and drugs education and a local doctor gives a talk about the skeleton to younger pupils.
39. Since its previous inspection, the school has allocated more time to most subjects in Years 3 to 6 and developed its curricular provision in response to clearly identified priorities. The role of subject managers has been developed so that they now have a clear overview of the delivery of their subjects. However, the monitoring of subjects does not take place in a systematic way and so manageable assessment records, which could identify pupils' progressive development of skills, have not been developed in subjects apart from English, mathematics and science.
40. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. This quality of provision has been maintained since the school's previous inspection. The provision for the moral and social development of pupils is very good. This is an improvement since the previous inspection.
41. The provision for the spiritual development of pupils is good. This maintains the quality of provision found in the previous inspection. Children in the Foundation Stage of learning experience a wide range of activities that give them opportunities to reflect and wonder. They care for plants and think about people who help them. The school provides a range of opportunities for reflection in lessons and in the daily act of collective worship. This enables pupils to think about the spiritual dimension to life. For example, in a religious education lesson, pupils explored and reflected on the meaning of friendship and betrayal. Pupils have opportunities to reflect during prayers in class and school assemblies. The school incorporates spiritual opportunities naturally into many aspects of its life. A good example of this is when pupils listen carefully to their schoolmates playing recorders in assemblies. They walk out of the hall quietly while listening to the recorder

music. This demonstrates the respect and value that the school places on pupils' achievements.

42. The provision for the moral development of pupils is very good. This is an improvement since the previous inspection. The school is very effective in teaching pupils the difference between right and wrong. This begins on entry to the Reception class and develops rapidly as the pupils progress through the school. Work in assemblies provides strong support for the development of awareness about moral issues. For example, in one assembly pupils reflected on and considered the meaning and use of talents. There is a strong code of acceptable conduct implicit throughout the school. All members of the teaching and non-teaching staff provide good examples for pupils to follow. They ensure that their dealings with issues are firm and fair and, as a result, they are successful in promoting good behaviour. Pupils learn to understand moral issues about property when they look after and tidy away equipment. The school gives pupils many opportunities to realise that they are responsible for their own actions and the consequences of them. They learn from and respect the adults who work in the school.
43. The provision for the social development of pupils is very good. This, too is an improvement since the previous inspection. Children in the Foundation Stage of learning have many opportunities to develop independent attitudes to their work. Pupils learn to work co-operatively and collaboratively in lessons. In science, for example, pupils in Year 5 worked closely together when they investigated and recorded the parts of a flower. This encourages very effective development of pupils' awareness of their interdependence. The school is a very orderly and well-run community. Pupils are effectively involved in the wider community. They raise money for a range of local and national charities. Pupils take part in sporting activities, perform to senior citizens and give concerts for families and friends.
44. The school makes satisfactory provision for pupils' cultural development. This matches the findings of the previous inspection. Pupils have many opportunities to develop an awareness of their own culture. They visit museums, attend concerts and celebrate traditional Christian festivals. They also have opportunities, in their religious education lessons, to celebrate important festivals from cultures other than English. The school does not provide pupils with opportunities to visit non-Christian places of worship. They do not have enough experience of cultures other than the Christian culture. There are satisfactory opportunities for pupils to appreciate cultural diversity through the range of books, artwork and music within the school.
45. The school enjoys good and constructive relationships with its wider community. These ensure that the community supports pupils' achievements and their personal and social development well. For example, pupils visit Blackburn Rovers Football Club, Higher Mill Museum and the Fire Service. The local vicar contributes to pupils' learning. During the inspection pupils in Year 5 visited the Guildhall, Preston for a musical concert performed by the Royal Liverpool Philharmonic Orchestra which effectively linked music and art. This experience very effectively enhanced their learning and personal development.
46. The school sustains good links with the local nurseries and playgroups and with the local high school. These links ensure a smooth transition between the different stages of education and satisfactorily support the curricular links between the schools. For example, the local high school supports learning in science for older pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The provision for pupils' welfare, safety, security and wellbeing is good. The arrangements for child protection are effective and implemented by a well-informed and caring teacher who has this specific responsibility.
48. The headteacher, governors and staff work in an effective and constructive manner to provide good levels of individual support and guidance. Teachers use registration times, assemblies, extra-curricular activities and informal links with pupils to build purposeful relationships, and to develop attitudes which help pupils to respect and value each other. This enables them to approach learning constructively and confidently. Inspection evidence indicates that pupils from different

racial and cultural backgrounds value the secure atmosphere in which they learn. There is good support for pupils who have special educational needs.

49. Teachers listen and respond constructively to pupils' individual concerns. During the inspection, lunchtime supervisors were observed providing effective supervision and investigating pupils' concerns. In this way, an objective and purposeful solution to pupils' problems in the playground is achieved. A sensitive and informative personal, social and health education programme, which includes drugs, health and sex awareness is provided. Parents appreciate this good provision.
50. There are good procedures for monitoring pupils' attendance and the information is used effectively to record and improve attendance. Parents support the school's arrangements and work with the school to achieve very good levels of attendance.
51. Procedures for monitoring and promoting positive behaviour are good. The behaviour policy is clear and informative and is implemented effectively by caring staff. They build up pupils' self-esteem and confidence and promote good attitudes and behaviour overall.
52. Procedures for investigating, recording, monitoring and reporting anti-social behaviour are good. This enables learning to take place in a friendly and harmonious atmosphere. No exclusions in the last full school year and the very low levels of reported incidents of bullying are evidence of the school's good practices. Since its first inspection, the school has sustained many good features which achieve good levels of care, security and wellbeing for the school community.
53. The school has good procedures for assessing pupils' attainment in English, mathematics and science. These provide a wide range of information about the pupils. This is a good improvement since the previous inspection. The school's use of assessment to chart pupils' progress and improve standards is good. It gives pupils and parents clear information about what pupils need to learn next. However, the school does not identify gifted and talented pupils and the provision of suitably challenging work for higher attaining pupils is inconsistent. As a result, they do not receive consistent support to enable them to achieve suitably high standards.
54. The school has a clear overview of how assessment guides curriculum planning. It analyses the results of National Curriculum tests and these indicate the effect of the National Literacy and Numeracy Strategies on pupils' standards of attainment. The school uses the results of assessments to build on pupils' previous knowledge and to plan suitable work. There is careful monitoring and evaluation of attainment and progress in English, mathematics and science and this gives a clear picture of achievement. The monitoring of progress and achievement in the other subjects of the curriculum is more informal. There is inconsistent use of marking in subjects other than English, mathematics and science across the school. It is better for the younger infants and the upper juniors. This means that not all pupils are able to benefit from marking which indicates how they can correct and improve their work.
55. There are effective systems in place for assessing the achievements of children when they enter and leave the Reception class. The school uses these to plan work that meets the youngsters' needs and this ensures that children who are in the Foundation Stage of learning make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Most parents have reported that they enjoy a very good and constructive relationship with the school and have made very positive comments about the school, its provision and particularly about the headteacher. They appreciate his hard work and value the care, support and supervision that their children receive. The school listens to its parents and this is reflected in the provision and the quality of teaching and learning, which is offered to pupils. However, a small minority of parents are critical of the school's homework policy and a significant number of parents have criticised the school's provision for extra-curricular activity. Inspectors agree with parents' very positive views and feel that the school uses homework well to support learning. The school acknowledges that the provision of extra-curricular activities has declined since the previous

inspection. There are good extra-curricular activities in music.

57. Inspection evidence indicates that some parents consistently support learning in the classroom. Parents provide good support for reading, writing and other learning activities. This support is complemented by the involvement of the very hard working parents, teachers and friends association. Their fundraising helps the school to buy extra resources for learning and to create a warm and friendly environment for learning.
58. The school provides good quality information for parents through regular newsletters. They are written in a 'user-friendly' style and enable parents to celebrate the achievements of the school community and to be informed about important dates and events and topics to be taught in the classroom. The newsletter is complemented by information in the annual report from governors and the prospectus. Both the prospectus and annual report from governors comply with statutory requirements.
59. Parents are strongly encouraged to attend consultation evenings and most parents appreciate and acknowledge the diligence of class teachers. Parents of pupils with special educational needs are invited to regular reviews, whilst pupils with statements of special educational needs are given annual reviews to enable parents to appreciate the progress that their child is making. All parents also receive an end of year pupils' report. The contents of these reports are accessible and comprehensive and are appreciated by parents.
60. Most parents have signed the home/school agreement and actively support the school. The school responds by ensuring that a positive and constructive professional relationship exists with parents, which supports pupils' in the home and at school.
61. Since the previous inspection, the school has sustained its positive relationships with parents and continues to offer a standard of education, which parents appreciate and support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school has a positive ethos and a clear vision of what it is aiming to achieve for its pupils. Basically, this is to establish a well-ordered community in which pupils feel secure and grow in confidence so that they attain their potential academically and develop well as individuals. These aims are reflected well throughout the school's work.
63. The school is led by an experienced and clear-sighted headteacher. As a result of his leadership, the school responded positively to its first inspection and has made good progress since then. The headteacher is aware that, in a relatively small school, teamwork is crucial and he involves all staff in decision making. A high priority is given to developing the professional skills of staff and this is having a positive impact on attainment and progress. This involvement of all staff in discussions about the school's needs and priorities means that there is a good unity of purpose among all adults in the school. There is a shared commitment to school improvement and a good capacity to succeed. However, this joint approach to decision making means that the school does not have a senior management team, which could generate ideas for the school's further development.
64. The headteacher and his colleagues see equality of access and opportunity as a key entitlement. Care is taken to ensure that all pupils are fully included in all the school's activities and the school is successful in achieving this. In particular, the good management of provision for pupils with special educational needs is contributing effectively to successful teaching and learning. Teachers and support assistants contribute to the individual education plans of all pupils with special educational needs. These plans contain targets which are clear about the learning needs of these pupils and achievable in the short term. Parents are involved in the procedures for regular review so that they understand what the short-term targets are and why they are in place. The new Code of Practice for the education of pupils with special educational needs is fully in place. However, the fact that the school does not identify gifted and talented pupils means that some higher attaining pupils do not yet have equality of opportunity in developing their learning because suitably

challenging activities are not always planned for them. The emphasis given to equality means that adults respect and value the pupils and their contribution to school life. All members of the school community are proud of the school and care for their surroundings.

65. The school aims to achieve high standards of teaching and learning. The headteacher and his deputy monitor teaching and learning and the subject managers for English, mathematics and science also play a role in this work. This monitoring results in immediate feedback and the possibility of further developments such as professional development courses. This monitoring and evaluation of teaching and learning has been an important factor in the improvement of the quality of teaching since the school's first inspection.
66. During this inspection, three members of staff were on long-term leave of absence. The headteacher was having to manage this difficult phase in the school's life. He was doing so calmly and successfully so that any negative impact on pupils' attainment and progress was minimised. The management of this situation demonstrated that the headteacher has a good grasp of the school's strengths and weaknesses and its needs at any time. The headteacher is a frequent and reassuring presence about the school and the respect in which he is held is an important factor in maintaining the calm and co-operative environment in which the school operates.
67. The school has effective mechanisms for determining its priorities for development. It then addresses these priorities by establishing a plan of action and monitoring and evaluating progress towards it. This includes identifying finance within the budget to put the plan into effect. For example, the very large carry forward figure in the school's budget for the end of the current financial year is earmarked to improve the school's facilities for information and communication technology. The headteacher, with the support of the governing body, has successfully met most of the key issues identified in the report of the school's first inspection. In particular, significant improvements have been made to the building, strategic planning now has a long-term perspective, assessment now guides future learning much more effectively and adequate time is available for all subjects with the exception of religious education. Teaching and learning for children in the Reception class have improved significantly. The subject manager for the Foundation Stage provides strong and clear leadership. This results in all children receiving an education that meets their emerging needs and abilities effectively. This is a good improvement since the previous inspection. However, the excessive length of some lessons means that time is not always used efficiently. Because of staff absence, arrangements for the management of a number of subjects were temporary during the inspection, but the school acknowledges that there is a need for further development in the way in which subject managers fulfil their roles.
68. The governing body is effective and meets all legal requirements. It has a good grasp of the school's strengths and weaknesses and an intelligent appreciation of its future needs. It gives the headteacher valuable support, but is willing to question proposals as a means of determining the best way forward for the school. It plays an appropriate and effective role in shaping the future direction of the school. A particular strength is its strategic management of the school's finances so that its priorities for development can be put into effect. The finance committee of the governing body oversees the school's finances carefully and ensures that funds provided for particular purposes, for example, for special educational needs, are used appropriately. The school is effective in achieving best value from its expenditure. Finances are managed efficiently on a day-to-day basis by the school administrator. The accounts were last audited in May 1998. The audit report was largely supportive of the school's procedures, and its recommendations have been adopted.
69. The school runs efficiently on a day-to-day basis. Its routines are straightforward and all pupils understand them. They move smoothly from one activity to the next so that little time is lost. The school uses new technology well for administration, but its use to support learning is limited by the lack of a computer suite and the small number of computers in each classroom.
70. The school's permanent teaching staff are well qualified to teach the National Curriculum and religious education and teachers are deployed effectively. However, the number of pupils per qualified teacher is higher than the national average. Support assistants are effective in supporting

learning, but, again, their number in relation to the number of pupils is below the national average. Teachers and support assistants work well together and this is an important factor in determining the good quality of education that the school provides. New staff are inducted effectively into the school which also gives good support to initial teacher training.

71. The school's accommodation is satisfactory for teaching the National Curriculum and religious education and has been much improved since the school's previous inspection. However some classrooms, for example the Year 2 room, are small and there are no rooms specifically designated for small group work. The library is small. There is no medical room. The school recognises that the lack of a computer suite inhibits learning in information and communication technology and its ability to use new technology to support learning in other subjects and has plans in place to build such a facility. There are good hard play areas and a very good playing field, but there is no outdoor area specifically designated for the Reception class to extend learning by means of a structured outdoor curriculum. Resources for learning are adequate overall, and have been improved since the previous inspection by the provision of a multi-purpose craft area.
72. Effective leadership from the headteacher with good support from his colleagues and the governing body has enabled the school to improve well since its first inspection. When teachers who have been on long-term absence return and the school has a settled teaching force, it will be in a good position to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:
 - (1) organise the time devoted to teaching and learning so that pupils do not have to concentrate for excessive periods of time which means that the quality of learning is reduced towards the ends of lessons (see paragraphs 32, 67, 87, 94, 100, 137);
 - (2) plan work which is more carefully targeted to the needs of individuals and groups of pupils, particularly higher attaining pupils (see paragraphs 4, 13, 26, 33, 53, 64, 82, 83, 85, 87, 94, 96, 99, 110, 113); and
 - (3) develop further the roles of subject managers by building on the good practice which exists in English, mathematics and science, so that they have a clear understanding of standards in their subjects and are in a position to improve attainment and progress (see paragraphs 39, 67, 87, 105, 109, 110, 113, 136).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	14	10	3	0	0
Percentage	6	41	27	20	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	222
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	14	14	13
	Total	30	32	30
Percentage of pupils at NC level 2 or above	School	91 (85)	97 (82)	91 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	19
	Girls	14	13	14
	Total	31	29	33
Percentage of pupils at NC level 2 or above	School	94 (88)	88 (88)	100 (82)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	21	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	13
	Girls	20	15	19
	Total	30	28	32
Percentage of pupils at NC level 4 or above	School	88 (91)	82 (79)	94 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	20	16	19
	Total	30	28	32
Percentage of pupils at NC level 4 or above	School	88 (88)	82 (88)	94 (91)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	188
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	27
Average class size	31.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	94

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000-01
	£
Total income	400,784
Total expenditure	376,227
Expenditure per pupil	1,664
Balance brought forward from previous year	10,570
Balance carried forward to next year	35,127

Recruitment of teachers

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	18	4	2	0
My child is making good progress in school.	57	37	5	0	1
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	40	43	11	4	2
The teaching is good.	52	46	2	0	0
I am kept well informed about how my child is getting on.	56	34	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	81	18	1	0	0
The school expects my child to work hard and achieve his or her best.	67	32	1	0	0
The school works closely with parents.	52	34	9	1	4
The school is well led and managed.	81	17	0	0	2
The school is helping my child become mature and responsible.	69	27	2	0	2
The school provides an interesting range of activities outside lessons.	17	24	37	8	14

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. There has been a marked improvement in the provision for children in the Foundation Stage of learning since the previous inspection. The teachers and nursery nurse work together very effectively and plan work that meets the requirements of the Early Learning Goals designed to enable young children to learn. The quality of teaching is now good. The children follow a carefully structured programme of work which prepares them effectively for work in Year 1. This is a good improvement since the previous inspection. The rate of improvement has been adversely affected because the school does not provide a suitable area for outdoor learning activities for children in the Reception class. This limits their opportunities to plant and observe growth in a natural situation. The quality of teaching is good overall for all children in the Reception class with a number of examples of very good teaching. This helps the children to achieve well, develop enthusiastic and eager attitudes to learning and to form good relationships with each other and with adults. Children with special educational needs receive effective and sensitive support throughout the Foundation Stage of learning. This enables them to learn at a similar rate to their classmates and to make good progress. They join in all the class activities and relate well to adults and other children. All members of staff measure children's achievement against the 'stepping stones' of progress within the Foundation Stage of learning. This gives a clear picture of achievement and what the children need to learn next. The school shares this information with parents and carers so that all can work together in the children's best interests.

Personal, social and emotional development

75. Children settle quickly into the routines of the Reception class and make good progress in developing their personal and social skills. The caring attitudes of the teachers and nursery nurse give the children confidence. Most children share and take turns happily for example, when using musical instruments. The children listen carefully and attentively to each other and to adults. The teacher encourages them to become aware of the passage of time as they share the events of the weekend with each other; for example, "on Saturday, a long time ago, I went to the Tweenie show". This prompts the other children to join in the discussion and to share their experiences. Children clearly enjoy their work in the Reception class. They co-operate cheerfully with each other and adults and learn to take care of classroom equipment and to tidy up after themselves. All adults encourage the children to organise their own work and to carry out simple investigations. This ensures that they work well both independently and together. For example, children make thoughtful and sensitive responses in class discussions. An example of this was when they thought about the feelings of the disciples at the Last Supper. Children, including those with special educational needs, already exceed the expected levels in the development of their social skills.

Communication, language and literacy

76. The provision for and the teaching of communication, language and literacy skills are good. Children experience a range of rich, stimulating experiences in the Reception class. These ensure that they develop an increasing love of books and an interest in reading. All adults ensure that the children have ample opportunities to handle and explore books. This enables children of all abilities to understand that pictures and print convey meaning. By the time they are ready to move into Year 1 most children read simple sentences and recognise individual words. This is effective achievement and the result of carefully structured teaching. All children receive an effective level of support to increase their speaking skills. Adults speak clearly and precisely and make sure that the children understand what is being said. This gives the children positive speech models and increases their ability to speak clearly. They identify words within words for example, 'the' in 'weather'. All children in the Foundation Stage increase their early writing skills in a range of activities that encourage their hand and eye control. They make good progress and begin to use a joined style of writing. This assists their ability to cope when they move into Year 1. The

Reception class teachers use carefully adapted elements of the National Literacy Strategy very effectively to develop children's listening, speaking and reading skills well. Children enjoy this work and make rapid progress in learning letter sounds. Children make good progress in developing their communication skills and are on target to reach the Early Learning Goals in this area of learning by the time they enter Year 1. This is similar to the findings of the previous inspection.

Mathematical development

77. All members of the Foundation Stage staff make very good provision to develop and increase children's mathematical knowledge and skills. Most children learn and achieve well in consolidating and developing their number awareness. They are on course to exceed the requirements of the Early Learning Goals by the time they enter Year 1. Staff use a carefully structured programme of work which includes the Early Learning Goals for mathematics and the Reception element of the National Numeracy Strategy. All children use construction and sequencing activities to develop their control skills. They make very good progress in developing their knowledge of numbers. When they enter the Reception classes children have a short session of structured number work each day. Most children know and recognise the place of numbers up to 30 on a number line. All children recognise and know how to add on one more to a given number. Skilful teaching enables the majority of children to understand the meaning of 'one less' and 'one more'. In another lesson, children responded very well to the skilful mix of direct teaching and independent activity and devised their own repeating patterns accurately. Independent work promotes co-operative work and discussion. For example, "We're making a pattern of sand castles. "Yes, but its going to be castle, hand print, castle, hand print". Children consolidate, build on and increase their early mathematical experiences well in the Foundation Stage. This is a good improvement since the previous inspection.

Knowledge and understanding of the world

78. Teaching in this area of learning is of a high quality and has a positive effect on the development of children's knowledge, understanding and skills. All members of staff make very good provision for developing children's awareness of the world around them. For example, in a literacy lesson, children increased their understanding of the seasons as they identified changes in the illustrations. "It's not winter because in winter the leaves drop off". "It looks like its going to rain because the clouds are dark". Both teachers and the nursery nurse use questions to probe understanding and constantly challenge thinking. This increases children's learning and provides firm foundations for future work in science. Children have opportunities to plant bulbs and seeds indoors and measure their growth. They do not have an outdoor area where they can observe growth and the movement of 'mini-beasts' naturally. This limits their ability to explore the natural world. Children use computers and listening-centres as a matter of routine. They make rapid progress in learning how to use a mouse to control movement on the computer screen. This increases their ability to work independently. Careful teaching ensures that the children develop above average knowledge of the meaning of caring. This was evident in their reaction to the story about Jesus washing the disciples' feet. Most children are on target to reach the end of the Early Learning Goals by the time they enter Year 1. Standards in this area have been maintained since the previous inspection.

Physical development

79. The Reception class makes good provision for children's physical development and the children achieve high standards. The direct teaching of skills and techniques enables most children to increase their ability to skip correctly and control footballs accurately. All children develop a good sense of how to use large spaces as they move. For example, children move instinctively to a space and take care not to bump into each other as they move around the hall. This prepares them very well for their work in Year 1. Careful teaching of pencil and brush control skills increases the children's ability to write and paint well. They all have access to pencils, crayons, scissors and glue from the beginning of their time in the Reception class and, as a result, become increasingly competent. This is evident in their ability to cut out shapes and hold pencils

correctly. Most children are likely to exceed the expectations of the Early Learning Goals by the time they enter Year 1. This is a good improvement since the previous inspection.

Creative development

80. Teaching and provision for children's creative development are good and they make good progress throughout the Foundation Stage in their learning of basic techniques. This enables them to use and control materials such as paint and glue effectively. They apply paint to paper with increasing confidence and use brushes correctly. All children enjoy experimenting with paint to make patterns. As they progress through the Reception class, children increase their awareness of shape, pattern and colour. This is evident in the skilful sketches which they have made of shoes. Children sing a variety of songs from memory and show a suitable awareness of melody. They have above average rhythmic skills, enjoy using instruments and learn to hold and play them correctly. This was clearly evident in lessons where the children composed and played accompaniments to the 'Bear Hunt' story. Most children achieve well and are likely to reach the level of skill necessary to exceed the Early Learning Goals by the time they enter Year 1. This is an improvement since the previous inspection.

ENGLISH

81. The attainment of pupils in the most recent National Curriculum tests for English was above the national average for pupils in Year 6. For pupils in Year 2, reading was in line with the national average and writing was well above. Attainment was below the average found in similar schools although the socio-economic circumstances of the school's community are not clearly reflected in the comparison. Progress in learning is satisfactory in Years 1 and 2 and good overall in Years 3 to 6 and standards in English have improved overall since the school's previous inspection.
82. Inspection evidence reflects this position for Years 3 to 6 pupils. Well-developed handwriting skills support good writing overall. Pupils write at length in a wide range of forms such as persuasion, story, reporting, poetry and play-scripts. They use a wide range of composition skills such as paragraphs, conversation and varied introductions to sentences. But, imaginative use of vocabulary in the development of style and more complex sentence structure are not seen often in the work of higher attaining pupils. Most pupils read confidently with some expression and accurate use of punctuation. However, although the majority of pupils explain the plot of the book well, there is little use of character or of the skills of inference and deduction to project the story line. Higher attaining pupils have not developed these skills to any greater level than other pupils. Standards in reading are satisfactory by the time pupils leave the school. Speaking and listening skills are very good. Pupils answer questions with extended answers that are reasoned well and include supportive statements. Two pupils were observed as they delivered a prepared talk to the class group. They used notes to deliver interesting talks about a popular book and the life span of a grandfather. Other pupils listened attentively to the well delivered talks and asked a number of questions that were answered with well-reasoned explanation by the two pupils.
83. Attainment is satisfactory at the end of Year 2. This may be partly due to the lack of consistent teaching as a result of the long-term absence of the permanent teacher and disruption to teaching during the inspection. Handwriting skills are well developed with a clear and regular joined script used by the majority of pupils. Overall, the quality of writing is good. A variety of writing tasks were seen that included poetry, story, diary and factual styles. Simple sentences are accurately punctuated with capital letters and full stops by all except the lowest attaining pupils. However, the work of higher attaining pupils does not reflect a higher level of challenge. As a result, there were few extended sentences, or use of fluent style, to express ideas through writing at length on tasks that were of interest. Reading is in line with expectations. Pupils read with appropriate confidence and most use alphabet skills to read unfamiliar words. Lower attaining pupils are uncertain with pronunciation of words and so cannot always recognise a word after 'sounding' it out. All pupils link pictures and other illustrations to the text and increase their understanding as a result. They recount the story sequence, but only a particularly high attaining pupil projected ideas forward in the plot. During lessons, speaking and listening were judged to be good. Pupils in Year 2 listened carefully and could explain their tasks clearly. They used positive voices as they answered questions, but seldom offered explanation in their answers.

84. Pupils with special educational needs make very good progress from Years 1 to 6. This is due to the good support that they receive in their learning. Classroom support is used well, especially for one pupil with a statement of special educational needs who completes most of her work with satisfying results. Teachers know the needs of their pupils well and contribute to regular half term reviews of the targets that have been set in English. Support is good for these pupils and this contributes to their taking a full part in the lesson and gaining positive achievements from their learning. Work in withdrawal groups reflects the content of the lesson, but when pupils return to class in the middle of a lesson, they are not always included effectively in the work and are not offered any quick review of what has occurred during their absence.
85. Teaching and learning are very good overall in both Years 1 and 2 and Years 3 to 6 although satisfactory and unsatisfactory lessons were also observed. The very good teaching has produced a consistently good quality of joined writing throughout the school. Teaching of a Year 1 class was positive and showed high expectations as the teacher taught pupils to link letters such as 'm-p' and 's-t' in joined writing. Whiteboards were used very well and pupils showed good control and consistent size of script as they wrote with care and with respect for the quality of their work. They were proud of their skills and showed a good understanding of the relationships involved in writing as they pointed out the weaknesses in 'deliberate mistakes' by the teacher. A wide range of opportunities is provided for pupils to use their skills with high expectations for presentation and neatness linked to a variety of interesting writing forms. As a result, pupils' work in Year 6 shows a good awareness of the structure of writing short books with chapters and the development of plot being used to good effect. Lessons are planned well with a clear structure. They are delivered with a sense of purpose that involves pupils well in the progress of the lesson. Good use of illustrative aids such as the overhead projector to maintain attention and very good class management ensure that pupils are fully aware of their learning tasks. Very good use of questions involves all pupils in the lesson and develops pupils' confidence in the skills of speaking and listening. However, although information and communication technology is used to present pupils' work, there was little evidence of pupils writing directly into the computer. As a result, the editing process is not often developed through the use of the skills available in the software. Differently graded tasks are not used well in many classes, with similar work for all pupils and support for lower attaining pupils, but no specific challenge for higher attaining pupils other than the use of 'extension' tasks at times.
86. Where teaching was satisfactory or unsatisfactory, the meanings of words were not fully explored so that, for example, Year 2 pupils were unsure of the difference between 'dislike' and 'unlike'. This meant that, when completing tasks that used prefixes to make opposites, pupils were not clear about the use of 'un' and 'dis'. Teaching did not develop pupils' skills sufficiently when simple factual answers were accepted from Year 4 pupils without the development of explanation. Spelling activities were left open-ended and without focus with the result that pupils found inappropriate words. The way in which sequential words such as next, then and later were used in explanatory writing was identified. However, pupils then used known information in unstructured writing about familiar situations, which gave them insufficient challenge to make good progress.
87. There have been good improvements since the school's first inspection. The management of English is good and the subject manager has planned an effective curriculum to ensure that all pupils receive an interesting range of learning experiences. Good opportunities are taken to practise literacy skills in subjects such as history, religious education and information and communication technology. Pupils' work reflects their enjoyment in learning and pride in their skills and this reflects the contribution that the subject is making to their spiritual, moral, social and cultural development. Assessment procedures now record progress from annual assessments and individual targets are being developed for pupils in some classes. An analysis of attainment in National Curriculum tests has been used to identify areas of learning for development so that curriculum development reflects recognised needs in the learning of the pupils. However, the organisation of the school day does produce lessons that are overlong and place unnecessary demands of concentration on the pupils. Furthermore, the development of library resources has not been extended to classroom resources. The resources are not well organised in most classes and lack a range of attractive books which are displayed in a manner that is organised to match the different ability levels of pupils. There is scope to develop the role of

the subject manager further to promote this and take further responsibility. The systematic raising of standards throughout the school, identifying the needs of higher attaining pupils and developing resources to stimulate still better learning, are not being met well at present.

MATHEMATICS

88. In the National Curriculum tests at the end of Year 6 in 2001, attainment in mathematics was above the national average and matched the average attained in similar schools. However, this comparison is with schools in which up to eight per cent of pupils are known to be eligible for free school meals. Attainment in mathematics has remained reasonably consistent since 1998, although it fell from 1997 to 1998. In 2001, boys outperformed girls, but this is not part of a consistent pattern from one year to the next. The school did not quite attain its agreed target in mathematics, although the target was very demanding.
89. In the National Curriculum tests in 2001 at the end of Year 2, attainment was below the national average and well below the average attained in similar schools. This is a decline in standards from 2001, but maintains the standards being attained at the time of the school's previous inspection. The reason that attainment is below the national average is that the school's proportion of pupils attaining the higher than expected level 3 was only just over half the proportion attaining this level nationally. In 2001, girls outperformed boys but, again, this was not part of a regular pattern. Teachers' assessments for attainment were slightly optimistic in relation to attainment in the tests for seven-year-olds, but accurate for 11-year-olds.
90. By the time pupils leave the school, they have a secure understanding of the subject across its different programmes of study; number, shape, space and measures and handling data. They have useful opportunities to practise mathematics in subjects such as science, design and technology and geography, but there is scope for this to be made more systematic. The work of higher attaining pupils is often neat and clear, and mostly accurate. It shows a good level of understanding. Average pupils also have a good level of understanding overall, but there are examples of insecure attainment, for example, in place value, when using decimals, lower attaining pupils are more prone to patches of inaccuracy, but there is evidence of the level of accuracy improving over the year. Attainment is improved because incorrect work has to be corrected and there is good evidence of homework being used effectively to reinforce learning in class. Standards of attainment are good by the end of Year 6.
91. Pupils make good progress overall from Years 3 to 6 and there is evidence that knowledge and understanding are developed systematically. There are many examples of neat and accurate work but where work is untidy, there is a greater tendency to inaccuracy. Occasionally, pupils are inaccurate because of carelessness, but there are occasions when incorrect working is the result of insecure understanding. Pupils with special educational needs make very good progress in relation to their targets.
92. By the end of Year 2, attainment is at the expected level with some examples of work at a higher level. Higher attaining pupils are accurate and confident, but there are areas of inaccuracy for average and lower attaining pupils and some areas where work has not been completed. Overall, progress is satisfactory in Year 2. In Year 1, higher attaining pupils are producing work of impressive accuracy which shows a high level of understanding. Average pupils also show a good level of accuracy. Lower attaining pupils show a good level of improvement over the year, but accuracy is patchy and the writing of numbers is insecure with some, for example 2 and 5 being written back to front. Standards of attainment are satisfactory and the standards found when the school was first inspected have been maintained. The school has strategies in place to improve standards further and is in a good position to achieve this when the staffing situation is stable. Pupils with special educational needs make very good progress towards the targets set for them because of the good support that they receive.
93. Good attainment reflects the positive attitudes that pupils have towards mathematics when work interests and challenges them. For example, in an excellent mathematics lesson in Year 1, pupils worked very hard and co-operated well to help each other to solve problems. One boy

explained that 'it's better working with a partner cos you can get more help and you learn to share'. This intensive investigative work resulted in high levels of attainment. Similarly, in Year 5, there was great enthusiasm as pupils tried to beat their previous best time in a 'loop game'. As the lesson proceeded, pupils were courteous to each other and to adults and very good relationships underpinned learning. Their very good concentration and willingness to show initiative resulted in pupils making very good progress in learning. On the other hand, in another lesson, the class's instinct was to chatter as soon as the teacher stopped talking so that the pace of work slowed and there was less progress in learning.

94. In the lessons observed during the inspection, the quality of teaching was very good in Years 1 and 2 and good in Years 3 to 6. However, there were examples of very good and excellent teaching in Years 3 to 6. Teachers have a clear understanding of the principles of the National Numeracy Strategy and use it well to raise attainment. Well-planned lessons with clear learning objectives, which are shared with pupils, motivate them well and result in good quality learning. Where teaching is very good and excellent, teachers have high expectations for pupils' effort and conduct and this has a positive effect on attainment and progress. Lessons move at a good pace and skilful questioning tests and extends pupils' understanding. Where teaching is satisfactory, the focus is less sharp, expectations are less high and less progress is made. There are examples of teachers using support assistants well to promote learning. Information and communication technology is used satisfactorily to support learning. The level of work set is mostly challenging, but extension work to challenge higher attaining pupils is not routinely available and there are occasions when lessons are too long so that pupils lose concentration and do not benefit fully from the good planning for learning.
95. During the inspection, the teacher responsible for mathematics was absent, but she volunteered to come into the school to discuss the subject with the inspector concerned. The subject is managed effectively. Teaching and learning are monitored and evaluated systematically and assessment is used more purposefully to set targets for individual pupils than was the case at the time of the school's first inspection. The use of information and communication technology to support learning in mathematics has improved. This rigorous management is enabling the school to improve the quality of learning and the school is in a good position to raise attainment further in future years.

SCIENCE

96. Standards in science exceed those expected nationally for most pupils of seven and eleven. This is an improvement since the previous inspection and reflects the focus that the school places on developing pupils' enquiry skills. Standards are still not high enough for higher attaining pupils because the provision for them is inconsistent. This depresses achievement in comparison with similar schools by the age of eleven. The school analyses results from the National Curriculum tests for trends in attainment and differences between genders and uses this information to seek ways to improve standards. As a result of this analysis the school has plans to target the higher attaining pupils with more challenging tasks. All teachers plan suitably interesting work which enthuses pupils and motivates them to learn and to work hard. Assessment procedures are clear and carefully structured. The school uses the results of these to provide a well-balanced curriculum that builds on pupils' previous knowledge.
97. By Year 2 pupils have a good understanding of what makes a fair scientific test and test their predictions carefully. This work builds effectively on that in Year 1 where pupils use computers confidently to record their findings. Pupils in both year groups have above average skills in investigating and finding out how things grow. Class teachers use carefully planned discussion sessions well to develop pupils' understanding. For example, a group of Year 2 pupils confidently place mini-beasts, birds and fish in their correct habitats. They understand the difference between living in water and living near water and know that some creatures live both on land and in water. Careful teaching ensures that pupils understand the life cycle of plants and creatures. An analysis of pupils' work shows that higher attaining pupils understand what reproduction means; "they have babies". The teacher has made effective links with mathematics as pupils found and collated information from investigations. Lower attaining pupils and those who have special educational

needs achieve success because of the level of support from classroom assistants. This enables them to make very good progress in their learning. The analysis of pupils' work indicates that pupils of all abilities make good progress in learning about the properties of materials. They make good progress in learning the difference between magnetic and non-magnetic objects. Higher attaining pupils explain the difference between gravity and friction clearly. Teachers make effective links with English and ensure that pupils present their work carefully and neatly.

98. By eleven, the majority of pupils have a good grasp of scientific vocabulary and an increasingly secure knowledge base. For example, Year 6 pupils use technical language such as 'up-thrust' and 'mass' accurately and know the difference between mass and weight. Most pupils in Years 3,4,5 and 6 plan and carry out scientifically 'fair tests' accurately. By Year 4 they know how to change one element whilst keeping the test fair. Teachers make effective use of carefully worded and targeted questions to include all pupils in discussion and to extend their learning. Most pupils in Year 5 know the names and functions of the reproductive parts of a flowering plant. They worked very well together in pairs and investigated their flowers carefully. The teacher ensured that they are aware of health and safety issues concerning pollen. The pupils know that, "Roots anchor the plant firmly in the ground" and "Male is the posh name for a boy or a man". The analysis of pupils' work shows that the teacher builds effectively on this prior knowledge as pupils move into Year 6 where work leads to an above average understanding of energy foods and how the human body works. Pupils in Year 3 demonstrated a good level of knowledge about reversible and irreversible change. They applied this knowledge effectively as they successfully predicted what might happen when they tested rocks for permeability. The teacher made effective use of the classroom assistant to support lower attaining pupils. This ensured that they achieved well and worked confidently alongside their classmates. Teachers build carefully on previous learning and, by Year 6, pupils have a well-developed understanding of how to separate mixtures and identify solids, liquids and gases. By Year 6, all pupils know how to measure in Newtons and convert accurately from grams to Newtons. Skilful questioning by the teacher ensured that all pupils were involved in class discussions and experiments so that they increased their knowledge and understanding. The analysis of pupils' work shows that most pupils know how the solar system functions and understand the relative positions of the sun, earth and moon.
99. Pupils with special educational needs make very good progress in developing their scientific skills and understanding. Teachers plan work carefully to ensure that tasks are interesting and meet the pupils' identified needs. This is a good improvement since the previous inspection. There is inconsistency in planning tasks for higher attaining pupils. This restricts attainment at the higher levels in the National Curriculum tests.
100. Pupils use their literacy and numeracy skills effectively to support their work in science. They understand the specific scientific meaning of words and present their findings clearly and logically. Pupils use measurement increasingly accurately in their scientific investigations and represent their findings on charts and graphs. Their information and communication technology skills are developing well as they learn to collect, record and display information. This is a good improvement since the previous inspection. The quality of teaching ensures that pupils make good progress in their learning. The quality of teaching is good overall. This is an improvement since the previous inspection. There is some very good teaching in Year 5. Where teaching is very good, teachers are secure and confident. They use their subject knowledge effectively to develop pupils' thinking and plan activities that ensure that pupils are totally engrossed in their tasks. The teacher encourages pupils to develop and increase their ability to discuss, reason and raise questions. Where teaching is satisfactory, there are some pupils with challenging behaviour. Teachers deal effectively with these pupils, but the time taken to do this limits learning and progress. In these lessons, there is not enough targeted support to ensure that teachers do not have to interrupt their teaching. Teachers' planning places a clear focus on practising and improving key skills. Teachers ensure that these activities build systematically on the pupils' previous learning. All teachers have realistically high expectations of what pupils can achieve. A good example of this was seen in a Year 6 lesson where pupils were asked to be precise about how to convert measurements into Newtons. A profitable question and answer session enabled the pupils to explain their reasoning logically and gave the teacher a clear insight into what the pupils knew. However, the lesson was very long and pupils found it very difficult to maintain

concentration. This had an adverse effect on progress. All teachers provide a careful balance between direct teaching and pupil investigation. This is a good improvement since the previous inspection and the school is now in a good position to improve attainment and progress further.

ART AND DESIGN

101. Standards of attainment in art and design are above those normally found for pupils in both Year 2 and Year 6. All pupils, including those with special educational needs make good progress. The judgement is based on lesson observations and analysis of the good quantity of pupils' work on display. Year 6 pupils have worked in the style of Monet. They have used watercolours and wax crayons to create sensitive and attractive interpretations of his work to a realistic and recognisable effect. Year 2 pupils have studied the designs of William Morris and produced recognisable work that uses his design technique of imagery from the world of nature. Graceful curves have been used with leaf symbols and natural colours in this work.
102. There is much art on display and this reflects the enthusiasm of the school for the subject and celebrates the work of the pupils. Year 5 pupils have used wax to secure texture, style and effect from the work of artists such as Archimboldi, Picasso, Van Gogh and Paul Klee. Pupils in Year 4 have made a very attractive collage in the Hindu style about Krishna and Year 1 pupils have painted still life fruit arrangements that show good detail and give an impression of the texture of the fruit.
103. Examples of very good teaching and learning were seen in both Year 2 and Year 6. None of the teaching was less than satisfactory. Very good teaching and learning was seen in Year 1 when the pupils were drawn into their activity through the use of a bowl of hyacinths to stimulate an interest in flowers. They showed much interest and offered useful comments. The very good preparation and planning of the teacher ensured that pupils moved confidently and co-operatively to the different tasks. They used materials such as glue, pulses, paint and pencil with assurance as they developed clear interpretations of shape and line. Floral designs had real texture, flowers had accurate colour and shape and all pupils knew clearly what was expected and made a good contribution to the quality of the learning.
104. Good and very good teaching in Year 4 and Year 5 involved pupils immediately with imaginative use of the work of recognised artists. Pupils in Year 4 were encouraged to look at the use of colour, shape and imagination so that they found images of men walking, cave painting and aliens in space as they observed the work of Miro, a famous Spanish artist. Key features of the style were established for pupils but ideas about the use of space and quality of line were not developed. Pupils in Year 5 discussed style, effect, relative size and the strength of colour as they prepared for their still life task of representing a group of three bottles in watercolour. The class assistant was used very well at this point as she demonstrated skills with colour wash and simple shape that did not let detail interfere with the overall effect of the painting. Pupils responded very well in both lessons and clearly benefited from a creative experience that gave them their own imaginative ideas to express with full use of the techniques that they were shown. As a result, the work of pupils in Year 4 used ideas that represented space, sea life and one creation called 'Googly Eyes'. Pupils in Year 5 were successful in using watercolours in various depths of intensity to create light and shade effects in their work with recognisable bottle shapes in various sizes and colours.
105. The subject manager for art and design is very enthusiastic and supports all teachers in gaining confidence and delivering a full curriculum. Accommodation is more spacious since the previous inspection so that practical aspects of the curriculum are delivered more successfully. The subject now receives a satisfactory time allocation and painting skills are developed much more effectively. There has been a good improvement since the previous inspection and teaching is now good. The curriculum for art and design is now based on skill development instead of topics in other subject areas. The use of information and communication technology to support learning in art and design is underdeveloped. The role of the subject manager has been developed well but has not yet identified a monitoring role. This means that a simple system of recording progress in skill development, which would measure pupils against criteria in the national programme of study, has not yet been developed.

DESIGN AND TECHNOLOGY

106. Design and technology is taught in half term blocks in the school and it was only possible to observe one lesson in Year 6 during the inspection. As a result judgements cannot be made about teaching and attainment in Years 1 and 2. However, discussion with the teacher who manages the subject and an overview of topics taught show that curricular provision is good. It is based on national guidelines and provides a wide range of opportunities for all pupils. For example, in the present school year, pupils from Year 1 to Year 6 have used joints, cogs and gears, folding flaps, stitching, packaging and framing. They have worked with materials such as card, wood, food and fabric. The good standards found at the end of Year 6 when the school was inspected previously have been maintained.
107. All pupils, including those with special educational needs make good progress in their learning. Standards of attainment are above those expected by the end of Year 6. These pupils have explored clay techniques in links with their history lessons to make coil pots in the style of the ancient Greeks. Year 5 pupils have made good moving models that use axles, cams and gears to create lift and turn effects on carousel type models. Year 4 pupils have used card technology well in 'pop-up' books that use lift and fold techniques, lever actions and coiled paper springs to achieve various effects. Since pupils in Years 1 and 2 have taken their work home it is not possible to make a judgement about their standards of attainment.
108. Very good teaching and learning was seen in a lesson for Year 6 pupils that introduced the topic of making an Easter wall hanging. The design, plan and make sequence was established well. All necessary materials were well prepared so pupils were able to move their project forward quickly. As the teacher explained the materials and the techniques to be used, all pupils responded to the clear explanation with great interest. One pupil was clearly thinking hard about how to fix sequins without gluing and an expression of realisation swept across her face when the teacher mentioned the hole through which a thread could be used. A boy showed good previous learning when he asked whether backstitching or cross-stitching was to be used. The teacher emphasised the need for bold shapes and the use of materials such as strongly coloured felt, coloured thread and sequins. All pupils were then able to work confidently and imaginatively. They quickly developed original and attractive designs. Good skills were used as they layered felt for border effects and matched coloured thread to felt with attractive results. They used good cutting and needlework skills with running stitches and backstitching to develop lines and text. Very good attitudes and relationships helped this lesson to work very well. Discussion, evaluation of the work of others, co-operation and support were all present.
109. There has been satisfactory improvement since the previous inspection. Construction kits and other resources are now good and the role of the manager of the subject has been developed. There is now a good overview of design and technology. However, there is still room for further development. There is scope for information and communication technology to make a greater contribution to learning. Structured monitoring of the subject does not take place and so manageable assessment records that would identify pupils' progression in the mastery of skills have not been developed.

GEOGRAPHY

110. By Year 6 standards in geography are similar to those for most pupils of this age. This reflects the findings of the previous inspection. There is not enough evidence to make a judgement for pupils in Year 2. The school provides a broad and well-balanced curriculum with a suitably strong emphasis on local geography and pupils, including those with special educational needs, make satisfactory progress. Pupils have a well-developed awareness and understanding of, for example, why cotton-mills were a feature of the local area. The school's scheme of work ensures that the work covers the National Curriculum for geography and there is no unnecessary repetition. There is no monitoring of weekly plans or pupils' work books to ensure that the work meets the different ability needs of individuals and groups of pupils. The school has plans to put this monitoring into effect in the next school year. The school enhances learning in geography well through a range of

visits and field trips and there are some good links with other curriculum areas. For example, pupils use their knowledge of science to explain the processes of evaporation and condensation.

111. By Year 6 pupils have a secure understanding of the cause and effect of erosion. They obtain information from carefully prepared texts and use this to explain how features, such as caves, are formed. For example one pupil said, "There's soft rock in the middle of hard rock and the sea wears away the soft rock to make a cave". The teacher used questions skilfully to probe pupils' knowledge and many hands went up to suggest 'erodes' instead of 'wears away'. This questioning makes a positive contribution to pupils' knowledge, understanding and use of geographical terminology. Pupils know how bays and headlands are caused and how rocks break down into soil and sand. Their written work provides evidence of increasing skills in note taking and the use of 'secondary information' sources such as reference books. This research makes a positive contribution to work in English. Not all pupils have a clear understanding of different world climates. For example, there is confusion over whether it is hot or cold at the Equator.
112. The quality of teaching is good overall and is very good for older pupils. This reflects pupils' rates of learning. Lessons have a good pace and pupils are engrossed in their work. They concentrate hard, work purposefully and are eager to learn because of the interesting teaching and careful match of questions to pupils' ability. The good level of support for pupils with special educational needs ensures they achieve well and grow in self-esteem. It is not possible to reach a judgement on teaching for Years 1 and 2 because no geography lessons were taught during the course of the inspection. Information and communication technology is not used effectively to support teaching and learning in geography.

HISTORY

113. Standards in history are satisfactory and are at the level expected for pupils of seven and eleven years of age. Pupils, including those with special educational needs, make satisfactory progress. This is similar to the findings of the previous inspection. Standards of attainment are not higher because pupils of differing abilities often engage in the same learning tasks. There is no structured assessment of how well pupils achieve. This does not help in planning future work to ensure that pupils will improve. The school's scheme of work ensures that new learning is based on previous knowledge and provides pupils with an interesting and broad curriculum. This is enriched by visits to museums and the local area and through links with other subjects. For example, the school broadens work in history on the Tudors to include Shakespeare.
114. Pupils in Years 1 and 2 make rapid progress in learning about differences in household appliances over the last 60 years. For example, in Year 1 they compared artefacts from 1960 with those of today. Very skilful teaching and questioning promoted much interest and enthusiasm as pupils discussed what might be inside a box. "It can't be a computer because they weren't invented then". They gasped in amazement when the box open and they see a typewriter! The teacher included all pupils in the carefully planned discussion and they identified similarities and differences well. "It's got a keyboard...a space bar" and, "There's rollers and things to turn the paper ... a thing comes up to make it go on the paper...you can't take the letters away if you don't need them". This increased the pupils' awareness of their immediate history. An analysis of pupils' written work indicated that, by Year 2, pupils have a secure understanding of important people in history. They have a limited understanding of the impact that people such as Samuel Pepys had on everyday life.
115. As pupils progress through the school they increase their understanding of how past events have influenced the present. They learn about past civilisations, which enables them to develop an increasing understanding of why these societies were different. Work on the Ancient Egyptians in Year 3 gives pupils an increased interest in history and the development of writing. Pupils in Year 4 have a secure factual knowledge about Henry the Eighth and why he had six wives. The teacher developed pupils' thinking skills well through questioning and discussion. For example, one pupil asked, "Why did he keep on getting married when he already had a son?" This provoked a good discussion and the effective development of ideas. Pupils use information and communication technology satisfactorily to assist in research. In Year 5 pupils have a good understanding of life

in the cotton-mills and of the impact of Victorian businessmen on local history. By Year 6 the pupils are secure in their knowledge of the customs and practices of Ancient Greece and the Aztec civilisation. They have a limited understanding of the impact that these civilisations have had on present day life.

116. Pupils learn to understand the social and cultural issues of different times. This enables them to begin to understand how life changes with the passage of time. An example of this is the work pupils do on the changes in work in Helmshore in their grandparents' life times. This extends pupils' understanding and they begin to apply this knowledge to some current issues, such as why places change. This makes a positive contribution to the development of pupils' moral and social awareness. The marking of written work is variable and does not always give clear pointers for improvement. Teachers ensure that pupils with special educational needs receive good support in lessons, which enables them to learn and achieve. This makes a positive contribution to their self-esteem and good care is taken to include them in all activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Although it was only possible to observe two lessons during the inspection, an analysis of pupils' work on display supports the judgement that standards of attainment in information and communication technology are in line with those expected of pupils in Years 2 and 6. Pupils in Year 6 know how to highlight, click and drag information when working with spreadsheets. They successfully change the width of columns, alter the print size and create simple formulae to perform calculations such as to total and multiply the numbers within various cells.
118. It was not possible to observe pupils in Year 2, but pupils in Year 1 entered information about the frequency of colour in boxes of Smarties into a program and printed out column graphs of the results. Most pupils know how to use the mouse to click on icons and so cause printing. Higher attaining pupils were able to present the graphs in horizontal or vertical form and some organised their graphs in ascending or descending order of frequency.
119. Most classes have work on display to show a wide range of experience by pupils and observation of other lessons showed the skills of information and communication technology being used in support of learning in other subject areas. Word processing was used well in English for Year 6 pupils to write lengthy stories that used a good range of writing skills. Pupils produced good quality artwork in Year 4 that linked well with mathematics in using paint patterns that showed reflection and rotational symmetry. They were intricate and complex in their colourful detail. Pupils in Year 5 had recorded information in graphical form that included pie charts to show the percentages of different observations. Pupils in Year 1 had used the digital camera to record their own image and then linked this with text on a word processing program.
120. Teaching and learning are good overall with very good teaching and learning in Year 1 during a numeracy lesson on data collection. Very good subject knowledge was used effectively to involve pupils in the process of recording information into the software and in altering the style in which it is printed. Instructions were constantly repeated to consolidate the learning and all pupils listened carefully and made observations about what to do. The lesson was a clear example of learning about how to use computers at the same time as using computers to learn about the presentation of numerical information in graphical forms.
121. New technology was used well in both the lessons observed. The results of keyboard entries were displayed on the screen but were also projected onto a whiteboard so that all pupils could see the results of the work. This system was used well in a lesson for pupils in Year 6 about entering, changing and making calculations using information contained in a spreadsheet. Good learning resulted from the effective use of subject knowledge to explain the process and the clear expectations of learning that came from skilful questions. Pupils knew how to open the software, open files and bring up documents and, by the end of the lesson, they knew about entering numerical information, organising it into columns of suitable width and instructing the computer to calculate various figures related to a budget.

122. Work in information and communication technology makes a good contribution to the spiritual development of pupils as their imagination is extended and expressions of awe are made at the results that can be achieved from the software. They are very enthusiastic about this learning and show good social development with their patience in waiting their turn on the classroom units.
123. There has been a good improvement in the provision for information and communication technology since the previous inspection. The school computers have been networked since January 2002 and can be used for e-mail and other web links. Software has been bought to teach data handling and control technology and these are being used well in other subject areas such as mathematics and art and design. Teachers have responded positively to the challenge of the new technology. They have completed training, a large proportion of which has been in their own time and are now using their improved skills in their teaching. This has meant that the school has kept pace with the developments in the subject and the curriculum is now developmental in promoting pupils' learning. The subject manager has a good overview of the curriculum and supports other teachers well. She has developed a series of key steps with which to monitor learning in the subject. However, the lack of hardware with only one or two units per class group means that the teaching of skills is not as efficient as it should be. As a result, while pupils make satisfactory progress overall, they make less progress than would be possible if they had the opportunity for regular practice. Pupils with special educational needs make good progress because of the support that they receive. There are management difficulties in securing access for all pupils. For example, the development of drafting, editing and publishing skills in English is not sufficiently developed and the use of information and communication technology to support learning in other subjects is inconsistent. Resources are inadequate for efficient teaching of the subject and the lack of sufficient units for whole class use means that provision is patchy with some teachers not being sufficiently confident to make best use of the limited resources available to them.

MUSIC

124. Music was regarded as an area of strength in the school at the time of the previous inspection and this strength has been maintained. Attainment is at the expected level at the end of Year 2 and above the expected level at the end of Year 6. A substantial number of pupils learn an instrument from Year 3 onwards and, for many of these, attainment is well above the expected level. Pupils with special educational needs make good progress. Whole-school singing in assemblies is good and is enhanced by accompaniment by the school's recorder ensemble. Pupils sing enthusiastically but tunefully and have a good awareness of the meaning of what they are singing. The recorder ensemble, which includes four types of recorder, is highly competent in accompanying singing and in playing to tapes as pupils come into and leave the hall.
125. Pupils in Year 1 understand the difference between loud and soft and can distinguish high and low sounds. They were able to distinguish which was the highest, lowest and middle sound from three bells, which is difficult. They know that large instruments such as tubas and double basses play lower notes than smaller instruments. Many successfully beat a triple beat to the rhythm of the word 'elephant'. They made good progress in their lesson. Pupils in Year 2 made satisfactory progress in their lesson because of inattention. This meant that they did not learn the new song 'Purple People Eater' which was the purpose of the lesson. On the other hand, they had a good memory for the song that they had learned the previous week 'The Red, Red Robin'.
126. In a very good Year 5 lesson, pupils made very good progress in 'writing' music to illustrate the workings of a chocolate making machine. They had a mature understanding of how different instruments can be used to illustrate particular aspects of manufacture. For example, they suggested that a descant recorder playing the notes A and B could be used to suggest an alarm. They understood what a metronome is for and that 'ostinato' means a repeated pattern. At the end of the lesson, they compared their 'composition' with Peter Maxwell Davies' composition 'Twittering Machine' which they had heard the Royal Liverpool Philharmonic Orchestra play. Pupils in Year 3 successfully explained to a supply teacher how to play the notes A and B on a recorder. They explained to her the difference between crotchets and quavers and how to recognise and respond to a repeat sign. They know how the notes A and B are identified on a treble clef.

127. Pupils in Years 4 to 6 play recorders with impressive accuracy and a secure sense of rhythm. They cope well with complex syncopated rhythms and with tied notes. Their understanding of conventional musical notation is well above that normally found. They begin to play confidently having been 'counted in' for two bars by a Year 6 pupil. Pupils also have the opportunity to learn flute, clarinet and keyboards which further enhances the quality of their learning in music. Learning is enhanced further by visiting musicians including 'String Demo' and 'Travel by Tuba'.
128. With the exception of the Year 2 lesson when attitudes and behaviour were poor, most pupils have good attitudes in music and these enhance their learning. Mostly pupils work with a good level of interest and concentration and these good attitudes result in good attainment and progress for all pupils, including those with special educational needs.
129. Overall, the quality of teaching in music is good, but ranges from very good to one lesson which was unsatisfactory. Teaching in Years 1 and 2 is satisfactory overall and good in Years 3 to 6. Very good teaching is characterised by good subject knowledge and understanding which result in challenging learning activities. High expectations for pupils' behaviour and effort coupled with very good relationships results in very good progress in learning because of the enthusiasm with which pupils approach their work. Excellent questioning tests pupils' understanding and prompts them to develop their thinking further. In the unsatisfactory lesson, insecure control of the class coupled with poor use of resources resulted in little work being covered and little progress being made.
130. The headteacher is currently managing the subject and is ensuring that the good scheme of work is being followed to ensure coverage of all the programmes of study of the National Curriculum. Resources for learning are good, although there is no use of information and communication technology to support learning in music. The work of a specialist teacher in music for one afternoon per week is having a positive impact on attainment and progress.

PHYSICAL EDUCATION

131. Attainment in physical education is at the level normally found for pupils aged seven and 11 and the satisfactory standards found when the school was previously inspected have been maintained. Pupils throughout the school, including those with special educational needs, make sound progress. Pupils in Year 5 swim weekly for the whole of the year and virtually all swim at least 25 metres by the time they leave the school. Attainment in swimming is above that normally found.
132. Pupils throughout the school have a good understanding of the need to warm up before physical exercise. Most pupils also have a good understanding of the need for safety in physical activities and are aware that others have a need for their own space. Pupils in Year 1 curl and stretch carefully and show good body control when moving in different ways in response to instructions on a tape. Some are capable of good initiative, for example, when creating movements which depict a weight being carried. In Year 2, some pupils were effective in the way they moved in response to taped instructions, but too many were insufficiently attentive and so made little progress.
133. Pupils in Year 3 have a good understanding of technique when passing and trapping a soft ball using their feet, although not all appreciate that, if passing with the instep, the position of the non-kicking foot is the key to accuracy. Most pupils in Year 4 throw accurately to each other, and some have a good instinct for movement into space in a competitive situation. One boy had a very good appreciation of defensive positioning and another had a good ability to move others about in the area to maximise the effective use of the team.
134. Overall, attitudes are satisfactory in physical education in Years 1 and 2 and good in Years 3 to 6. There are examples of mature attitudes enhancing learning. There are good examples of co-operation and of skilful, pupils encouraging others to develop their skills and techniques. Most pupils respect each others efforts and good relationships encourage everyone to give of their best.
135. The quality of teaching is satisfactory overall, but ranges from very good to unsatisfactory. Very good teaching, rooted in very good subject knowledge and understanding, resulted in one very well organised lesson. High expectations for pupils' efforts and behaviour were realised because of the

teacher's highly effective control of the class, very good use of praise and clear suggestions as to how pupils could improve the quality of their work. There was good use of pupils to demonstrate successful movements, but other pupils were not given the opportunity to say why they were good. In contrast, in the unsatisfactory lesson, the teacher's insecure control of the class meant that too many pupils simply ran around the hall - not always safely - and paid little attention to instructions from the teacher or the tape. Some pupils ignored the teacher's demonstrations of suitable movements. Too many pupils made little or no progress.

136. The subject is currently being managed by the headteacher. He observes teaching and ensures that all aspects of the National Curriculum are covered. A residential course for pupils in Year 6 ensures that there is an opportunity for outdoor and adventurous activities. Outside coaches enhance learning in soccer, netball and rounders. Resources are adequate for physical education. There is an adequate hall for indoor work, a reasonable hard surface area and a good playing field. However, pupils' progress is not systematically monitored so that further progress can be planned for individuals and groups. The headteacher acknowledges that there are now fewer activities in physical education outside class than was the case when the school was previously inspected.

RELIGIOUS EDUCATION

137. By the ages of seven and 11, most pupils achieve standards that meet the requirements of the Locally Agreed Syllabus. The school is continuing to maintain standards similar to those found by the previous inspection. The time allocation for religious education is not long enough to allow pupils to discuss and explore ideas in sufficient depth. This restricts learning and progress. As a result, pupils make satisfactory progress and attainment is at the expected level. The school follows the Lancashire Locally Agreed Syllabus for religious education and this ensures a broad and well-balanced curriculum that introduces pupils to a range of major world faiths. Religious education lessons follow a regular pattern and meet the requirements of the Locally Agreed Syllabus. Teachers assess pupils' understanding at the end of each lesson. This is done on an informal basis and does not give a clear overview of achievement across the school.
138. During the inspection, it was not possible to see any lessons in Years 1 and 2 and an analysis of pupils' work forms the basis for evidence. This shows that, by the age of seven, pupils have a secure understanding of the basics of Christianity and Islam. They understand what caring means and relate this to God's care for the world. Pupils write about prophets but do not explain what a prophet is. The work indicates satisfactory teaching in the range of work covered and in the planning for different abilities.
139. By the age of eleven, most pupils have a sound knowledge of Christianity and its impact on people's lives. This was evident in a Year 6 lesson, where pupils explored the meaning of reconciliation and related this to their own lives. "Reconciliation means that you make it up when you've fallen out". Careful monitoring of pupils' personal development enables the teacher to plan work that meets pupils' needs effectively. This ensures that all pupils have opportunities to discuss their ideas freely and confidently. Teachers build very effectively on the work that pupils do in Years 1 and 2. This ensures sound progress in learning. In a lesson for pupils from Year 5, the teacher presented facets of the Easter Story in a lively and interesting manner. This motivated the pupils to think carefully, ask questions and give opinions. It developed their understanding that religion means different things to different people and that there is no right answer. Teachers are confident and use questions effectively to include all pupils in discussion and develop a good understanding of the concepts.
140. The quality of teaching is good overall for older pupils. This is an improvement since the previous inspection. Careful teaching ensures that pupils respect each other's views and ideas. Teachers make their expectations for behaviour clear. This is successful for the majority of pupils and has a positive impact on learning. There is a sense of purpose to all activities and pupils enjoy their work. Their understanding of the effect that religion can have on people's lives increases as they progress through the school. This is evident in their work on Hinduism and their understanding that all religions have rules to live by. The quality of the teachers' planning ensures that the pupils who have special educational needs make good progress in their learning.

141. The greater range of artefacts available to support learning is a marked improvement since the previous inspection. This is increasing the teachers' confidence and has made a positive contribution to pupils' progress. All teachers make effective links with other subjects. The links with work in literacy are strong. This is apparent in the way teachers encourage pupils to read stories questioningly, write independently and use their handwriting skills carefully. However, there is scope for information and communication technology to be used more effectively to support teaching and learning in religious education.